

## SALEM PUBLIC SCHOOL

### School District Profile

<b>School District:</b>	Salem Public School	<b>Grades:</b>	PK-8	<b>Enrollment:</b>	547
<b>Number of Schools:</b>	1	<b>Education Reference Group (ERG):</b>	C		
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**School Health Team in Place before Pilot Project:** No

**School Health Team Members:**

School principal, school nurse, school food service, parent representative, health educator and physical education teacher

**Other People Who Should Have Been Included on the School Health Team:**

School board member (policy committee) and elementary classroom teacher

**Policy Adoption:**

The policies will be piloted in rough draft form during the first half of the 2005-2006 school year. They will then be critiqued by members of the newly formed Salem School Health Council and offered to the board of education for review and adoption as part of the Salem School Wellness Policy.

**Number of Times School Health Team Met:** 23

**Length of Each Meeting:** 1 hour

**Continuation of School Health Team after Pilot Completion:**

Future plans include a team expansion that will encompass all eight components of the Coordinated School Health Model and satisfy the membership requirements necessary for the development of the 2006 USDA School Wellness Policy.

**Process for Identifying and Prioritizing Program Improvement Needs:**

We identified our areas of need by completing the CDC *School Health Index* as a team. We then used the sample policies from *Fit, Healthy and Ready to Learn* (NASBE) to prioritize those needs. As a group, we also spent many hours brainstorming ideas regarding current nutrition and physical activity practices at our school and how we could make a difference.

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### Steps Used for Policy Development and Adoption:

1. Identified Salem School's greatest areas of need by completing the CDC *School Health Index*.
2. Developed a rough draft using the sample policies addressing nutrition and physical activity in *Fit, Healthy and Ready to Learn* (NASBE).
3. Presented our timeline and plans to the board to raise awareness (November 2004). The presentation included PowerPoint, open discussion and a handout on the timeline for policy development at Salem School.
4. Presented the policy development information at a meeting of the Parent Teacher Organization (PTO) to raise awareness and ask for support (January 2005).
5. Presented overview and objectives to the middle school and elementary school staffs (January 2005). At both PTO and faculty meetings we used the Penn State and Pennsylvania Department of Education video *Preventing Childhood Overweight and Obesity: Parents Can Make a Difference*, which addresses community and school involvement in improving student wellness ([http://nutrition.psu.edu/projectpa/frames\\_html/frames\\_homepage.html](http://nutrition.psu.edu/projectpa/frames_html/frames_homepage.html)).
6. Team leader presented the superintendent with a rough draft of the policy (April 2005). The team leader met with the superintendent two weeks later to discuss and critique the rough draft.
7. Distributed the policy rough draft to the faculty prior to the May 2005 faculty meeting and asked for suggestions. The draft was then discussed at the faculty meeting one week later. It was decided that the policy would be piloted in the first half of the 2005-2006 school year.
8. Presented at the May 2005 PTO meeting to ask for its support when planning next year's fundraisers by using healthy alternatives for school fundraising.

### Challenges to the Policy Development Process:

- Initially we were very unclear about the development of policy and about the difference between school policy and board policy. We continued to ask questions at the pilot support workshops and our understanding increased.
- We found the start date of the pilot difficult with summer arriving shortly after we had just begun the task.
- An administrator's input is critical when developing policy. The administrator's schedule should be a priority when planning regular meeting dates and times.

### Successes with the Policy Development Process:

- Development of a School Health Team.
- Development of a draft policy.
- Dedicated and supportive team and team leader.
- Increased awareness level at Salem School and in the community about the importance of student wellness.
- Increase in the amount of middle school physical education.
- Increase in health education to include fifth grade taught by a specialist.
- Positive feedback and support from Salem School superintendent.

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#### **Critical Resources Needed to Ensure Success with Policy Development:**

In priority order: (1) time; (2) staff commitment; (3) policy development resources and materials; and (4) funding.

#### **Characteristics Important to an Effective, Productive and Successful School Health Team:**

- Committed and focused members
- Clear agendas for each meeting
- Setting goals, objectives and a timeline
- Convenient meeting times

#### **Activities Conducted as a Result of Work on the School Nutrition Policies Project:**

- Held Open House. Invited nutritionist to speak with parents and invited food services to promote healthy lunch choices. Also included a representative from the Salem Recreation Committee to promote activity in the community.
- Presentation to board to raise awareness about student wellness and the development of the policy.
- Two presentations to PTO to (1) increase awareness and discuss our policy objectives and (2) ask for support for healthy fundraising in the 2005-2006 school year.
- Two meetings with Salem School faculty to (1) increase awareness and discuss our policy/grant objectives and (2) review and discuss draft policy.
- Faculty member offered to teach cardio-kickboxing to staff members to increase employee wellness.
- The inclusion of Project ACES – *All Children Exercise Simultaneously* ([www.projectaces.com/](http://www.projectaces.com/)) as a Salem School annual event (began May 2004).
- Made healthy changes in the cafeteria a la carte offerings to include nutritionally dense snack choices and reduced-fat items.
- Introduced more whole-grain bread in sandwich selections.
- Added nutrition tips to monthly menus.
- Increased middle school physical education time in the 2005-2006 school schedule.
- Increased health education to include fifth grade health taught by a specialist in the 2005-2006 school schedule.
- Purchased 25 pedometers for staff use.
- Staff members designed indoor walking routes with mileage for winter walking/jogging.
- Offered yoga classes after school to staff members.
- Made scheduling changes in 2005-2006 to allow for a full 30-minute lunch period for students in Grades 1-5.
- Made scheduling changes in 2005-2006 to include a 20-minute recess before lunch in Grades 2-5.
- Principal and health teacher met with classroom parents (fall 2005) requesting support and offering ideas for healthy alternatives to classroom celebrations.

#### **Strategies for Promoting Adoption and Districtwide Support of the Policies:**

Met with faculty and parents at two different faculty and PTO meetings during the 2005 school year. The draft policy will be piloted in the fall of 2005 and then be offered to the board in January with the intent that it is used to develop an overall student wellness policy.

**Strategies for District Implementation of the Policies:**

The policies will be piloted in fall 2005 and then offered for board approval in winter 2006. Implementation strategies will be developed based on our final School Wellness Policy.

**Methods for Evaluating Success of District Implementation of the Policies:**

- Survey teachers concerning the changes in classroom party menus and celebration alternatives.
- Survey teachers concerning the change in recess as punishment.
- Survey teachers and lunch aides concerning the success of recess before lunch.
- Survey the parent community about the changes made in school concerning wellness.

**Recommendations for Success with the Policy Development Process:**

- Find a committed team and team leader.
- Involve your food service organization.
- Meet with the board policy committee in your town to increase awareness about the creation of policy at the local level.
- Review existing resources on policy development.
- Use the CDC *School Health Index* to prioritize school needs.
- Get the word out to faculty and parents. Be visible at monthly meetings and discuss your ideas with people in the school community.
- Contact appropriate state staff members as needed for assistance with questions and concerns.

## Policies

### *Salem School Draft Nutrition and Physical Activity Policies*

#### **Draft Healthy Eating Policy**

##### **Purpose and Goals**

**Intent:** All students shall possess the knowledge and skills necessary to make nutritious and enjoyable food choices for a lifetime. In addition, all staff members are encouraged to model healthy eating as a valuable part of daily life. School leaders shall prepare, adopt, and implement a comprehensive plan to encourage healthy eating that includes:

- a food service program that employs well-prepared staff who efficiently serve appealing choices of nutritious foods;
- pleasant eating areas for students and staff members with adequate time for unhurried eating and proper hand-washing facilities nearby;
- a sequential program of nutrition instruction that is integrated within the comprehensive school health education curriculum and coordinated with the food service program; that is taught by well-prepared and well-supported staff members; and that is aimed at influencing students' knowledge, attitudes, and eating habits;
- an overall school environment that encourages students to make healthy food choices, which would include allowing water bottles in classrooms;
- opportunities and encouragement for staff members to model healthy eating habits;
- services to ensure that students and staff members with nutrition-related health problems are referred to appropriate services for counseling or medical treatment; and
- strategies to involve family members in program development and implementation.

The school nutrition program shall make effective use of school and community resources and equitably serve the needs and interests of all students and staff, taking into consideration differences in cultural norms.

**Rationale:** The link between nutrition and learning is well documented. Healthy eating patterns are essential for students to achieve their full academic potential, full physical and mental growth, and lifelong health and well-being. Healthy eating is demonstrably linked to reduced risk for mortality and development of many chronic diseases as adults. Schools have a responsibility to help students and staff members establish and maintain lifelong, healthy eating patterns. Well-planned and well-implemented school nutrition programs have been shown to positively influence students' eating habits.

## **Nutrition Education**

**Instructional Program Design:** Nutrition education topics shall be integrated within the sequential, comprehensive health education program taught at every grade level, prekindergarten through eighth grade. The nutrition education program shall focus on students' eating behaviors, be based on theories and methods proven effective by published research, and be consistent with the State of Connecticut's health education standards/guidelines/framework. Nutrition education shall be designed to help students learn:

- nutritional knowledge, including, but not limited to, the benefits of healthy eating, essential nutrients, nutritional deficiencies, principles of healthy weight management, the use and misuse of dietary supplements, and safe food preparation, handling, and storage;
- nutrition-related skills, including, but not limited to, planning a healthy meal, understanding and using food labels, and critically evaluating nutritional information, misinformation, and commercial food advertising; and
- how to assess one's personal eating habits, set goals for improvement, and achieve these goals.

Nutrition education instructional activities shall stress the appealing aspects of healthy eating and be participatory, developmentally appropriate, and enjoyable. The program shall engage families as partners in their children's education.

**Staff Qualifications:** Staff members responsible for nutrition education shall be adequately prepared and regularly participate in professional development activities to effectively deliver the nutrition education program as planned. Preparation and professional development activities shall provide basic knowledge of nutrition, combined with skill practice in program-specific activities and instructional techniques and strategies designed to promote healthy eating habits.

**Educational Reinforcement:** School personnel shall not offer food as a performance incentive or reward and shall not withhold food from students as punishment.

Nutrition instruction shall be closely coordinated with the food service program and other components of the school health program. Nutrition concepts shall be integrated into the instruction of other subject areas.

School instructional staff members will strive to collaborate with agencies and groups conducting nutrition education in the community to send consistent messages to students and their families. Guest speakers invited to address students shall receive appropriate orientation to the relevant policies of Salem School.

School officials should disseminate information to parents, students, and staff members about community programs that offer nutrition assistance to families.

**Staff as Role Models:** School staff members are encouraged to model healthy eating behaviors. Schools should offer wellness programs that include personalized instruction about healthy eating and physical activity.

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### The Food Service Program

**Intent:** The State of Connecticut acknowledges that the feeding of children is primarily a family responsibility. To supplement their efforts, Salem School shall operate a food service program to ensure that all students have affordable access to the varied and nutritious foods they need to stay healthy and learn well.

The food service program shall aim to be financially self-supporting. However, the program is an essential educational and support activity, and budget neutrality or profit generation must not take precedence over the nutritional needs of students.

**Program Requirements:** During each school day the school food service program shall offer lunch as well as snack items for students. Salem School shall make efforts to ensure that families are aware of need-based programs for free or reduced-price meals and those eligible families are encouraged to apply. The program shall maintain the confidentiality of students and families applying for or receiving free or reduced-priced meals.

The school food service program shall operate in accordance with the National School Lunch Act and the Child Nutrition Act of 1996 as amended and applicable laws and regulations of the State of Connecticut. Schools shall offer varied and nutritious food choices that are consistent with the federal government's Dietary Guidelines for Americans. Menus should be planned with input from students, family members, and other school personnel and should take into account students' cultural norms and preferences. Food pricing strategies shall be designed to encourage students to purchase nutritious items. Procedures shall be in place for providing to families, on request, information about the ingredients and nutritional value of the foods served.

Upon a physician's written request, modified meals shall be prepared for students with food allergies or other special food needs. Parents shall be notified about this option.

All food service equipment and facilities must meet applicable local and state standards concerning health; safe food preparation, handling, and storage; drinking water; sanitation; and workplace safety.

**Eating as a Positive Experience:** Students and staff shall have adequate space to eat meals in pleasant surroundings and shall have adequate time to eat, relax and socialize; at least 20 minutes after sitting down for lunch. Safe drinking water and convenient access to facilities for hand washing and oral hygiene shall be available.

**Staffing:** All food service personnel shall have adequate pre-service training and regularly participate in professional development activities that address strategies for promoting healthy eating behavior, food safety, and other topics directly relevant to the employee's job duties.

Dining room supervisory staff shall receive appropriate training in how to maintain a safe, orderly, and pleasant eating environment, including CPR certification, Heimlich maneuver training and bloodborne pathogen training.

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**Contracted Services:** Specified elements of the school food service program may be contracted out to food service management companies or other vendors following established open bidding procedures. The contractor shall fully comply with the nutritional standards established by the U.S. Department of Agriculture for school food programs and be subject to district auditing processes. Salem School shall be responsible for administering the contract. The district retains the responsibility for meeting all USDA requirements.

**Coordination with Other Programs:** The food service program shall be closely coordinated with nutrition instruction to allow students to apply critical thinking skills taught in the classroom. Food service staff members shall also work closely with responsible teachers for other components of the school health program to achieve common goals.

### Other Food Choices at School

**Nutritious Food Choices:** Nutritious and appealing foods, such as fruits, vegetables, low-fat dairy foods, and low-fat grain products, shall be available wherever and whenever food is sold or otherwise offered at Salem School. Salem School shall take efforts to encourage students to make nutritious choices.

Food and beverages sold or served on school grounds or at school-sponsored events shall meet nutritional standards and other guidelines set by the Salem Coordinated School Health Team. This includes:

- a la carte offerings in the food service program;
- food and beverage choices in vending machines, snack bars, school stores, and concession stands;
- food and beverages sold as part of school-sponsored fundraising activities; and
- refreshments served at parties, celebrations, and meetings.

**Food Sales:** The sale of all foods on school grounds shall be under the management of the school food service program, except foods sold as part of a fundraising activity. All foods sold as a fundraiser must be nutritionally sound and be pre-approved by the Salem Coordinated School Health Team.

Only student organizations and legally constituted, nonsectarian, nonpartisan organizations approved by Salem School Administration are permitted to engage in fundraising on school grounds at any time. These organizations are encouraged to raise funds through the sale of items other than food. Foods sold for fundraising purposes shall not be sold while school food service meals are being served. Each organization raising funds by selling foods is limited to one event per month during school hours.

### Services for Nutrition-Related Health Problems

**Nutrition-Related Health Problems:** School counselors and school health services staff members shall consistently promote healthy eating to students and other staff members. These professionals shall be prepared to recognize conditions such as obesity, eating disorders, and other nutrition-related health problems among students and staff members and be able to refer them to appropriate services.

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### *Salem School Draft Physical Activity Policy*

#### **Purpose and Goals**

**Intent:** Every student shall be physically educated – that is, shall develop the knowledge and skills necessary to perform a variety of physical activities, maintain physical fitness, regularly participate in physical activity, understand the short- and long-term benefits of physical activity, and value and enjoy physical activity as an ongoing part of a healthful lifestyle. In addition, the staff is encouraged to participate in and model physical activity as a valuable part of daily life.

School leaders shall develop and implement a comprehensive plan to encourage physical activity that includes the following:

- a sequential program of physical education that involves moderate to vigorous physical activity on a regularly scheduled basis; teaches knowledge, motor skills, self-management skills, and positive attitudes; promotes activities and sports that students enjoy and students can pursue throughout their lives; is taught by well-prepared and well-supported staff members; and coordinates with the health education curriculum;
- time in the elementary school day for supervised recess;
- opportunities and encouragement for students to voluntarily participate in extracurricular physical activity programs, such as intramurals, clubs and interscholastic athletics;
- joint school and community recreation activities;
- opportunities and encouragement for staff members to be active; and
- strategies to involve family members in program development and implementation.

The program shall make effective use of school and community resources and equitably serve the needs and interests of all students and staff members, taking into consideration differences of gender, cultural norms, physical and cognitive abilities, and fitness levels.

**Rationale:** Schools have a responsibility to help students and staff members establish and maintain lifelong habits of being physically active. According to the U.S. Surgeon General, regular physical activity is one of the most important things people can do to maintain and improve their physical health, mental health, and overall well-being. Regular physical activity reduces the risk of premature death in general and of heart disease, high blood pressure, colon cancer, and diabetes, in particular. Promoting a physically active lifestyle among young people is important because:

- through its effects on mental health, physical activity can help increase students' capacity for learning;
- physical activity has substantial health benefits for children and adolescents, including favorable effects on endurance capacity, muscular strength, body weight, and blood pressure; and
- positive experiences with physical activity at a young age help form the basis for being regularly active throughout life.

**All Students Enrolled:** Every student in each grade, prekindergarten through eighth, shall participate in a weekly physical education program for the entire school year, including students with disabling conditions and those in alternate education programs. Students in the elementary grades shall participate for at least two periods each school week, and students in middle school will participate for a minimum of two periods per week.

**Instructional Program Design:** The school will strive to establish specific learning goals and objectives for physical education. A sequential, developmentally appropriate curriculum will be designed, implemented, and evaluated to help students develop the knowledge, motor skills, self-management skills, attitudes, and confidence needed to adopt and maintain physical activity throughout their lives. The physical education program shall:

1. emphasize knowledge and skills for a lifetime of regular physical activity;
2. be consistent with state/district's standards/guidelines/framework for physical education and with national standards that define what students should know and be able to do;
3. devote at least 50 percent of class time to actual physical activity in each week, with as much time as possible spent in moderate to vigorous activity;
4. provide many different physical activity choices;
5. feature cooperative as well as competitive games;
6. meet the needs of all students, especially those who are not athletically gifted;
7. take into account gender and cultural differences in students' interests;
8. teach self-management skills as well as movement skills;
9. actively teach cooperation, fair play, and responsible participation in physical activity;
10. have student/teacher ratios comparable to those in other curricular areas;
11. promote participation in physical activity outside of school; and
12. be an enjoyable experience for students.

All teachers and staff members shall aim to develop students' self-confidence and maintain a safe psychological environment free of embarrassment, humiliation, shaming, taunting, or harassment of any kind. Physical education staff members shall not order performance of physical activity as a form of discipline or punishment.

Suitably adapted physical education shall be included as part of individual education plans for students with chronic health problems, other disabling conditions, or other special needs that preclude such students' participation in regular physical education instruction or activities.

**Assessment:** All students shall be regularly assessed for attainment of the physical education learning objectives. Course grades shall be awarded in the same way grades are awarded in other subject areas and shall be included in academic recognition programs such as honor roll.

**Health-Related Fitness Testing:** The Connecticut Mastery Physical Fitness Tests will be integrated into the curriculum as an instructional tool, except in the early elementary grades. Tests will be appropriate to students' developmental levels and physical abilities. Such testing shall be used to teach students how to assess their fitness levels, set goals for improvement, and monitor progress in reaching their goals. Staff members will maintain the confidentiality of fitness test results, which will be made available only to students and their parents/guardians.

As health-related physical fitness is influenced by factors beyond the control of students and teachers (such as genetics, physical maturation, disabling conditions, and body composition), test results shall not be used to determine course grades or to assess the performance of individual teachers.

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**Exemptions:** Physical education teaches students essential knowledge and skills; for this reason, exemptions from physical education courses shall not be permitted on the basis of participation on an athletic team, community recreation program, marching band, or other school community activity. A student may be excused from participation in physical education only if: (1) a physician stated in writing that specific physical activities will jeopardize the student's health and well-being or (2) a parent/guardian requests exemption from specific physical activities on religious grounds.

**Teaching Staff:** Well-prepared specialists who are certified by the state to teach physical education shall teach physical education. All physical education teachers shall be adequately prepared and regularly participate in professional development activities to effectively deliver the physical education program. Preparation and professional development activities shall provide basic knowledge of the physical development of children and adolescents combined with skill practice in program-specific activities and other appropriate instructional techniques and strategies designed to promote lifelong habits of physical activity.

**Adequate Facilities:** School leaders shall endeavor to ensure the cost-efficient provision of adequate spaces, facilities, equipment, supplies, and operational budgets that are necessary to achieve the objectives of the physical education program.

School authorities shall minimize the use of physical education facilities for non-instructional purposes, such as using the gymnasium for school assemblies during times scheduled for physical education classes.

**Educational Reinforcement:** The physical educational program will strive to closely coordinate with the other components of the overall school health program. Physical education topics will be integrated within other curricular areas whenever possible. In particular, the benefits of being physically active shall be linked with instruction about human growth, development, and physiology in science classes and with instruction about personal health behaviors in health education class.

The physical education program will strive to actively engage families as partners in their children's education and collaborate with community agencies and organizations to provide ample opportunities for students to participate in physical activity beyond the school day.

### Extracurricular Physical Activity Programs

**Extracurricular Physical Activities:** Intramural programs, physical activity clubs, and interscholastic athletics are valuable supplements to a student's education. Schools shall endeavor to provide every student with opportunities to voluntarily participate in extracurricular physical activities that meet his or her needs, interests and abilities. The primary focus of extracurricular physical activity programs will be on facilitating participation by all interested students, regardless of their athletic ability. Equal opportunity on the basis of gender shall permeate all aspects of program design and implementation.

Each extracurricular physical activity program sponsored by in-school and non-school organizations shall be approved by Salem School administration. The integrity and purpose of the physical education program shall not be compromised by such extracurricular activities, nor shall they interfere with the regular school schedule.

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**Extracurricular Program Eligibility:** School authorities should encourage and support the participation of all students in extracurricular activities, yet such participation is a privilege and not a right. Salem School may establish and equitably enforce reasonable eligibility requirements and probationary periods for participation in extracurricular activities. Such requirement may be based on:

- appropriate grade;
- satisfactory academic performance;
- acceptable attendance record;
- good conduct; and
- suitable health status or physical condition.

Eligibility requirements and appeal procedures shall be published in a regularly updated student activities handbook that is distributed to students and families annually. Students denied permission to participate in an extracurricular activity shall receive a prompt explanation of the reasons, have an opportunity to respond, and be provided with opportunities to reestablish their eligibility.

**Interscholastic Athletics:** Salem School offers interscholastic athletic programs that adhere to the rules and regulations of the Southeastern Connecticut Middle School Athletic Conference. All coaches, whether volunteer or employed by Salem School, shall comply with the policies, regulations, rules and enforcement measures codified in the Southeastern Connecticut Middle School Athletic Conference Bylaws.

Administrators, coaches, and other staff members shall model sportsmanlike attitudes and behaviors. Student athletes shall be taught good sportsmanship, such as treating opponents with fairness, courtesy, and respect, and shall be held accountable for their actions. School authorities should evict spectators who do not handle themselves in a sportsmanlike way.

**Required Records:** The parents or legal guardians of students who choose to participate in intramural, interscholastic athletics or school-linked community recreation programs shall be informed in writing of potential risks associated with a given activity. Schools must keep documentation on file for each participating student that includes:

1. a statement signed by the student's parent/guardian granting permission for the student's participation;
2. emergency contact information for the students' parents/guardians and health care providers;
3. a thorough health appraisal (physical examination) certifying the student's fitness to participate that is appropriate to the activity or sport, conducted within the past 12 months and signed by a licensed physician;
4. information of current accident or health insurance coverage; and
5. a release signed by a parent/guardian that absolves the school or district from liability for injuries that may result from participation in school-sponsored physical activities unless negligence on the part of staff members or coaches is proven.

**Staffing:** All intramural programs, physical activity clubs, and athletic teams shall be supervised by qualified staff members, who may or may not be certified teachers.

Interscholastic head coaches shall satisfactorily complete courses or other professional development programs that meet the requirements of the Connecticut Interscholastic Athletic Conference.

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### Other Opportunities for Physical Activity

**Recess in Elementary Schools:** Recess provides opportunities for physical activity, which helps students stay alert and attentive in class and provides other educational and social benefits. School authorities shall encourage and develop schedules that provide time within every school day for elementary school students to enjoy supervised recess. The school shall have playgrounds, other facilities, and equipment available for free play. Recess shall complement, not substitute for, physical education classes. Staff members shall not deny a student's participation in recess or other physical activity as a form of discipline or punishment, nor should they cancel it for instructional make-up time.

**School/Community Collaboration:** The school shall work with recreation agencies and other community organizations to coordinate and enhance opportunities available to students and staff members for physical activity during their out-of-school time. The school is encouraged to negotiate mutually acceptable, fiscally responsible arrangements with community agencies and organizations to keep school- or district-owned facilities open for use by students, staff members, and community members during nonschool hours and vacations. School policies concerning safety shall apply at all times.

**Staff Physical Activity:** The school will strive to plan, establish, and implement activities to promote physical activity among staff members and strive to provide opportunities for staff members to conveniently engage in regular physical activity

### Safety Guidelines

**Intent:** To minimize injuries and illnesses related to physical activity

**Health and Safety Rules:** Salem School has rules and procedures concerning safety, infection control, provision of first aid, and the reporting of injuries and illnesses to student's families and appropriate school and community authorities. School administrators shall enforce compliance with these rules and procedures by all students, school personnel, volunteers, and community members who use school facilities. Students and their families shall be informed of their schools' health and safety rules at least annually.

**Safe Facilities:** Play areas, facilities, and equipment used for physical activity on school grounds shall meet accepted safety standards for design, installation, and maintenance. Spaces and facilities shall be kept free from violence and exposure to environmental hazards. All spaces, facilities, and equipment used by students and spectators to athletic events shall be thoroughly inspected for health and safety hazards on a regularly scheduled basis, at least twice per year. Written inspection reports shall be kept on file for 10 years. Schools shall correct any hazards before the facilities or equipment may be used by students, staff members, or community members.

**Supervision:** Student physical activity on school grounds during school hours shall be supervised to enforce safety rules and prevent injuries. A first aid kit should be made available containing basic first aid supplies and gloves. Records shall be kept of all injuries and analyzed at least annually so that patterns of causes can be determined and steps can be taken to prevent further injuries.

Supervising adults shall be informed of any relevant medical guidance on file with the school concerning limits on the participation of individual students in physical activity. Such information will be treated with strict confidentiality.